

WEST CALDER HIGH SCHOOL

Session 23/24 - 25/26
West Calder High School
Pedagogy Team



Learning,
Teaching and
Assessment Policy



AMBITION RESPECT EQUITY

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Introduction

At West Calder High School, our goal is to ensure that all learners can access the highest quality learning and teaching. Our aim is to develop ambitious, enthusiastic and engaged learners who confidently self-manage and have ownership of their own learning.

We understand that high quality learning and teaching is at the heart of what we do as a school community, and our teachers are our most valued resource. This policy has been created by the Pedagogy Team at West Calder High School, following carefully considered research, consultation with pupils and staff on what constitutes effective and excellent learning and teaching, all underpinned by the Walkthrus toolkit. This policy, therefore, captures the ways our school plans to achieve and maintain excellence from session 23/24 - 25/26.

West Calder High School is a six-year non-denominational high school with over one thousand pupils. Our Learning, Teaching and Assessment policy aims to take into account the wide range of interests, needs and experiences of all pupils.

What you will see at West Calder High School are experiences that encourage curiosity, allow pupils to research, develop critical thinking skills, investigate, form and challenge opinions and actively forge their own learning pathways. We enhance our learning experiences through the use of flexible spaces and digital and assistive technologies.

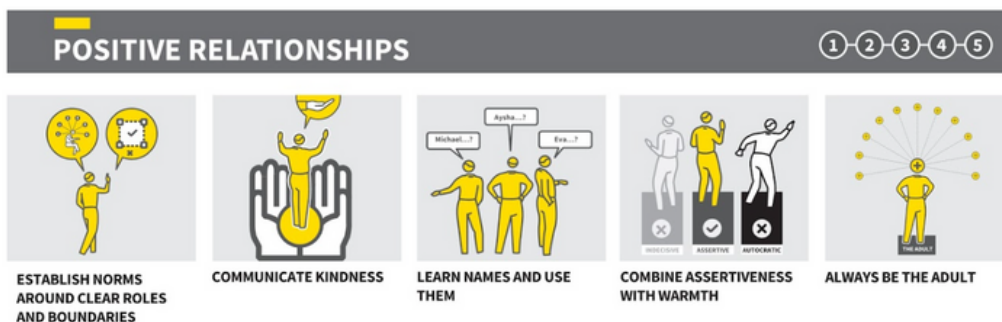
Our pedagogy team has engaged with staff at all levels of experience, using the Walkthrus series as part of our CLPL course to establish a clear, consistent and accessible approach to learning and teaching throughout our school.

01 Environment, Relationships, Pupil Experience and Planning Learning and Teaching

At West Calder High School, we recognise the importance of the **learning environment** and building **positive relationships** to ensure excellent learning and teaching.

Teachers maintain **modern** and **experimental learning environments** that are **welcoming** and **organised**. Within these environments, mutually respectful and positive relationships are built and sustained through clear and established routines, communication of expectations, and the language of choice and consequence. Everyone is treated fairly, and we work with young people equitably and inclusively to ensure that they are supported in their learning in ways that best suit their needs and provide challenge.

Restorative practices are used to help repair and strengthen relationships. We have high expectations for all learners underpinned by a shared belief that everyone can achieve at a high standard. Safe, caring and nurturing environments encourage learners to participate actively and engage in class; they know and accept that mistakes are part of the learning process and use these to advance their learning.



Example from Walkthrus 1 on Relationships and Behaviour.



01

Environment, Relationships, Pupil Experience and Planning Learning and Teaching

Rights Respecting School

As a rights respecting school we are fully committed to delivering the rights of young people outlined in the UN Convention of the Rights of the Child.

The following rights are reflected in our teaching and learning policy:

- Article 2: A right to be respected
- Article 3: A right to be treated as an individual
- Articles 12 and 13: The right to be listened to and have their views respected

Learner Experience

At West Calder High School we are committed to improving and enriching the experiences of all learners.

Learning experiences including: individual learning, group tasks, interdisciplinary learning, project-based work, bold, imaginative, fun, complex, dynamic and modern learning experiences for all.



SUPPORTING HOLOCAUST EDUCATION
VISION SCHOOLS SCOTLAND

West Calder High School, Level 1, 2021-2024

Staff Reflections:

01

Environment, Relationships, Pupil Experience and Planning Learning and Teaching

Pupil Voice and Pupil Empowerment

What is clearly evident at WCHS is how attuned the young people are at understanding what Learning, Teaching and Assessment looks like, what they enjoy and what they think could be done differently. Building on this, there are a number of areas where pupils contribute to the overall culture of Learning, teaching and Assessment and will have a range of opportunities to provide feedback. This data will then be shared with the staff community to drive improvement. These will include:

- A wide variety of whole school, collaborative and department evaluations, questionnaires, focus groups, class or informal discussion.
- Friday 5 – 5 pupils picked at random each week to convey thoughts on Learning and Teaching linked to HGIOS scale and West Calder Learning, Teaching and Assessment Policy.
- Friday feed forward – Bi weekly – Classes picked at random to do a deeper dive into elements of learning and teaching.
- Pupil pedagogy group– Developed through pupil parliament who will engage with policy, take part in observations and discussion around Learning and Teaching to continue to drive improvement.

Staff Reflections:

01

Environment, Relationships, Pupil Experience and Planning Learning and Teaching

Pupil Voice and Pupil Empowerment

- Every pupil parliament meeting has a standing agenda item on Learning, Teaching and Assessment where pupils have the opportunity to provide feedback on behalf of their peers.
- Pupils leading in-service and Friday afternoon carousels to discuss the learning and teaching they feel most engaged in.

All information gathered through these methods will be shared with the whole staff population consistently every week and will help inform CLPL, pupil progress, next steps for Learning and Teaching and continue to contribute to the positive culture of continuous improvement.

At West Calder High School, we understand how crucial pupil voice is to ensuring that our young people are engaged and motivated and ambitious. As a Rights Respecting School, we continuously strive to act upon the views of young people to actively shape the culture of our school community.

Planning - Effective use of data considers learners in the class, expectations for learners for future attainment and achievement.

To support us with this, we draw on information including SNSA, CAT, Pupil Profile, Wellbeing Profile (including ASN) Prior Attainment.

Staff Reflections:

02

Well P.A.C.E.D. Learning

At West Calder High School, we are committed to creating well **P.A.C.E.D.** learning experiences, providing the **broad framework for learning and teaching** across the school. Consistency in teaching is supported by the use of Walkthrus clusters, which in turn helps to support CLPL and forms the basis of lesson observations. Practitioners shape their **own pedagogy** in relation to this model, ensuring all learners can experience consistent, high-quality learning and teaching across the curriculum.

What does well P.A.C.E.D. learning look like?

P **PURPOSE** – IS THE PURPOSE OF LEARNING CLEAR TO ME? DO I KNOW WHAT SUCCESS SHOULD LOOK LIKE IN THIS LESSON?

A **ACTIVE** – HAVE I HAD TO RECALL ANYTHING FROM A PREVIOUS LESSON? DOES THIS ACTIVITY ENCOURAGE ME TO ACTIVELY THINK AND PARTICIPATE?

C **CHALLENGE** – AM I BEING ENCOURAGED TO TRY MY BEST AND REALLY CHALLENGE MYSELF? AM I MOTIVATED TO BE AMBITIOUS IN MY LEARNING?

E **ENGAGE** – DO I VALUE WHAT I AM LEARNING IN CLASS? AM I SETTING GOALS FOR MYSELF AND SEEKING FEEDBACK?

D **DEMONSTRATE** – DO I HAVE OPPORTUNITIES TO SHOW MY LEARNING IN THE LESSON? HAVE I HAD A CLEAR EXPLANATION OF HOW TO ACHIEVE SUCCESS? HAVE I RECEIVED AND ACTED ON FEEDBACK?

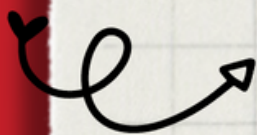
PURPOSE

ACTIVE

CHALLENGE

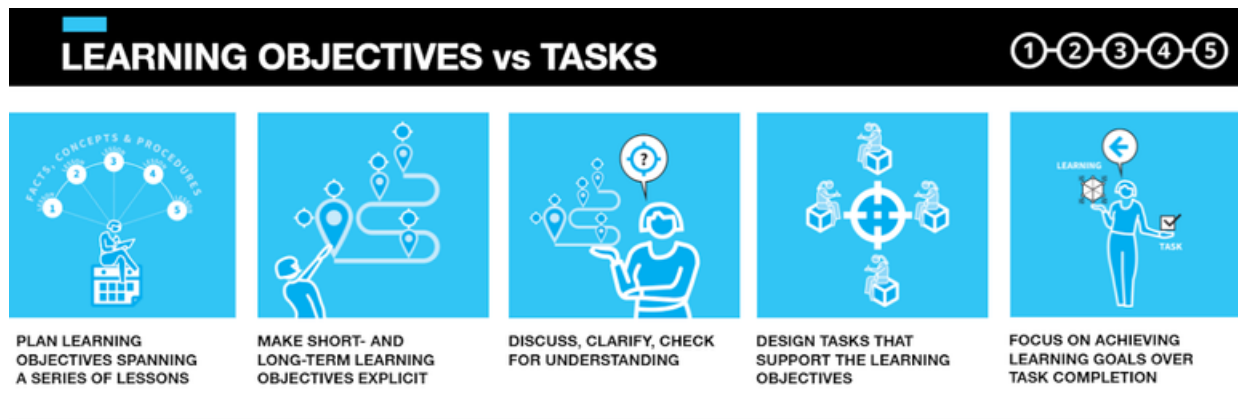
ENGAGE

DEMONSTRATE



02 Well P.A.C.E.D. Learning Purpose

Pupils at West Calder High School will know what they are learning and why they are learning it. Establishing the **purpose** of the lesson is crucial to develop their knowledge and skills. Short-term and long-term goals (big picture) are made explicit to pupils. Each lesson is well planned, structured and purposeful, containing clear and signposted points in the lesson to ensure pupils understand the purpose.



- Graham Nuthall's research illustrated the ever-present risk of confusing task completion with learning. It is possible to perform tasks without connecting ideas to prior knowledge, building secure links or consolidating learning.
- Teachers need to focus on explicit learning objectives rather than task completion. Good tasks will support learning but it's important to be clear about our priorities.

Example from Walkthrus 2 on Curriculum Planning.

Staff Reflections:

02 Well P.A.C.E.D. Learning Active

In our school, pupils activate **prior learning** during lessons and classroom experiences focus on **active learning**.

Activating prior learning will often emerge in the form of starter tasks which help set an engaging tone for the lesson. Activating prior learning encourages learners to think and focus at the outset of the lesson, allowing pupils to achieve success early on and motivate them in class. Effective starters allow teachers to gather data on students' understanding and misconceptions, which can be addressed instantly.

The starter sets the tone. Activities which engage students, get them thinking and provide a clear focus on learning create a purposeful atmosphere in which the teacher is directing learning and the students are ready and willing to work.

A variety of starter task can be used to:

- Engage
- Hook students
- Encourage thinking and discussion
- Activate prior knowledge
- Demonstrate understanding of prior learning (Retrieval Practice)

Teachers consider how to enable pupils as owners of their own learning and how this can be activated in their lessons.






Staff Reflections:

02 Well P.A.C.E.D. Learning Active

At West Calder High School, we aim to ensure that pupils are actively learning. **Active** learning comes in many forms. You will not always see pupils moving around involved in carousel tasks and activities. What you will see at West Calder High School are experiences that encourage curiosity, allow pupils to research, develop critical thinking skills, investigate, form and challenge opinions and actively forge their own learning pathways.

Active learning may also involve cooperative and collaborative learning. Learners play a key role in improving the learning of their peers, but it can be challenging to implement effectively.

QUIZZING
1-2-3-4-5

				
SPECIFY THE MATERIAL IN ADVANCE	ASK A SET OF SHORT FACTUAL RECALL QUESTIONS, VARYING IN STYLE	GIVE ALL STUDENTS TIME TO ANSWER ALL OF THE QUESTIONS	PROVIDE THE ANSWERS FOR STUDENTS TO SELF OR PEER-CHECK	AFFIRM GOOD PERFORMANCE AND SEEK OUT WRONG ANSWERS



- A routine quiz helps check that students have learned the material.
- Quizzing provides information to student and teacher about where gaps exist.
- It reinforces the retrieval strength of the material so it's easier to remember later.
- Quizzing is a form of practice; the more it is done, the more fluently students remember.

Example from Walkthrus 1 on Practice and Retrieval

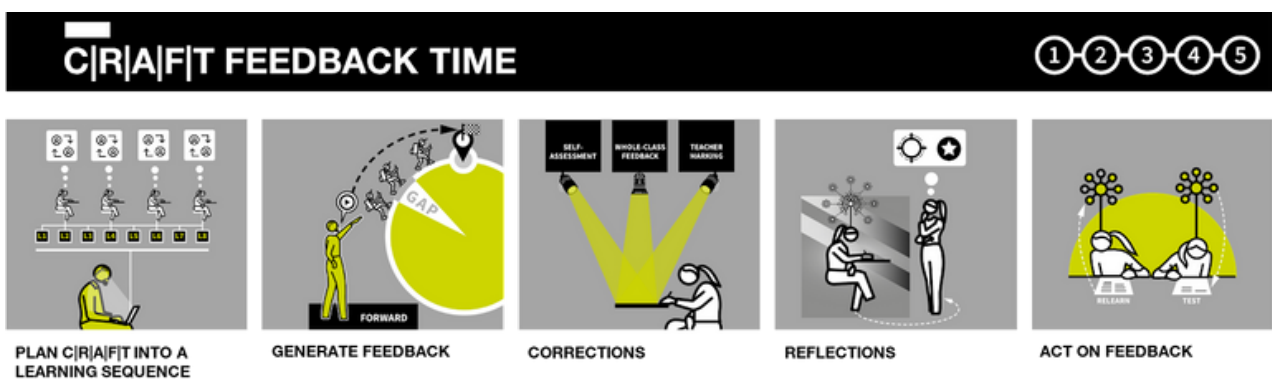
Staff Reflections:

02 Well P.A.C.E.D. Learning Challenge

Lessons are designed to have an appropriate level of **challenge** to encourage thinking and curiosity. Learners are expected to be ambitious; appropriate challenge should motivate and inspire students. Learning activities are carefully planned to take account of the prior learning and individual needs of pupils.

To increase the challenge within the learning environment, a range of questioning techniques are used - from Cold Call to Think, Pair, Share, for example. Pupil participation is key – different questioning techniques allow for flexibility and maximising participation in class. Every classroom and learning environment is different, and our policy recognises that teachers will deliver challenge that is bespoke to their learning context.

Learning experiences are designed to suit the levels of all learners and provide challenge for everyone.



- CRAFT is an acronym: Correction, Reflection and Acting on Feedback Time. It's the same concept as DIRT: Directed Improvement and Reflection Time.
- The idea is to create structured opportunities during a sequence of lessons for students to improve their work and deepen their knowledge, as part of an ongoing feedback cycle.
- This builds on ideas in Feedback that Moves Forward and Feedback as Actions, creating time for the actions to happen.

Example from Walkthrus 3 on Questioning and Feedback

Staff Reflections:

02 Well P.A.C.E.D. Learning Engage

At West Calder High School, we aim for learning spaces that are innovative and creative.

Young people in class are highly motivated and engaged with creative learning experiences. **Engagement** of pupils may be facilitated in several ways:

- Planning takes into account pupils' needs interests and real-world experiences
- Starters and other activities which promote curiosity and engagement with learning
- In lessons, staff engage young people through skilled questioning techniques which promote and develop students' thinking
- Staff aim for high student participation and think ratios
- Success is recognised and rewarded
- Pupils have frequent opportunities to work both independently and collaboratively and to lead their own learning.
- Young people's learning is enhanced by the effective use of digital technologies



Examples from Walkthrus 1 on Questioning and Feedback

Staff Reflections:

02

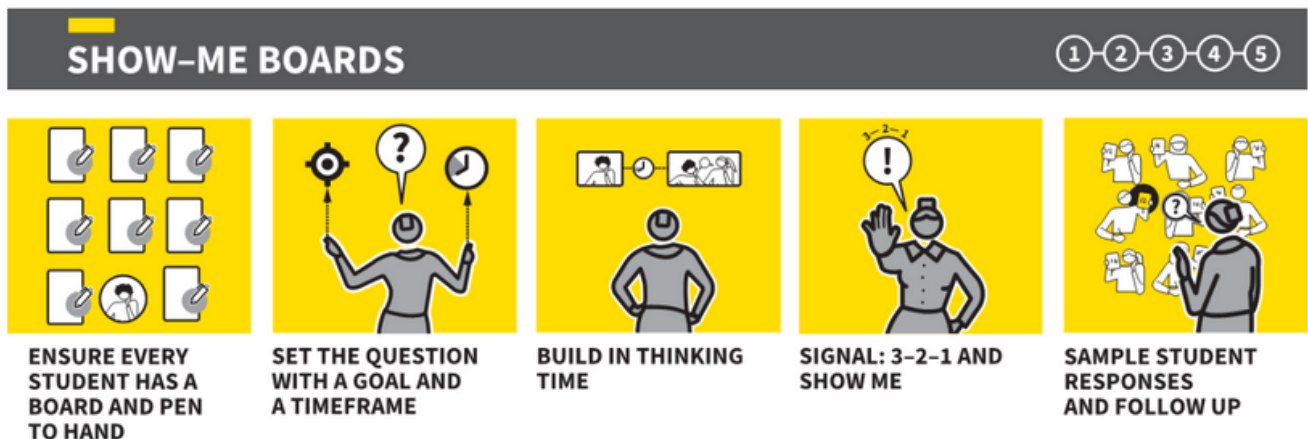
Well P.A.C.E.D. Learning Demonstrate

At West Calder High School, **demonstrate** is for both teachers and pupils. Teachers demonstrate through excellent explaining and modelling. This can take several forms including, “I do, we do, you do” and through metacognition as part of the modelling process - “How do I start answering this question? Well, first I need to...”

Pupils demonstrate understanding and thinking through assessment (AFL). Plenaries - especially at the end of the lesson - allow the teacher to judge the nature and extent of student understanding in relation to the aims and success criteria of the lesson.

In a typical lesson, pupils must be able to demonstrate what they have learnt, and this can take many forms such as:

- Cold calling
- Random name generators
- Use of mini white boards or other whole class response systems
- Post-its
- Microsoft Forms



Example from Walkthrus 1 on Questioning and Feedback

Staff Reflections:

03

Research, Strategies and CLPL

Our CLPL programme aims to encourage staff to embrace new pedagogical challenges and approaches, drawing upon the Walkthrus toolkit to support teachers with consistency. We want to encourage staff to be bold, ambitious and innovative, and to confidently and consistently deliver excellence. Our approach is not prescriptive; we encourage flexibility and innovation.

Our approach to learning, teaching and assessment at West Calder High School is informed by the latest educational research and practices. Through regular CLPL, the staff are kept up to date with developments in educational research.

The Pedagogy Team at West Calder High School has implemented a course of CLPL available to all staff. We have created a portal – Learning Latest Hub - that can be accessed by all teaching staff. The Learning Latest Hub is a central location for resources and recordings of the sessions, which focus on strategies mentioned throughout this policy. The monthly Learning Latest bulletin supports these sessions, highlighting recent, interesting reading and educational podcasts.

The sessions are supported by materials from the Walkthrus series. A detailed programme of weekly CLPL sessions, Coffee and Coaching, takes place on Fridays for 30 minutes after school.



03

Research, Strategies and CLPL

We have also established a partnership with Osiris Education. This GTCS accredited programme enables small cohorts of staff to engage with in-depth professional learning supported by a mentor.

The School PRD process is designed to encourage staff to set their own priorities within the framework of our Learning, Teaching and Assessment policy.

All staff at West Calder High School are dedicated to Career Long Professional Learning. CLPL can take many forms but generally focuses on one of the areas listed below:

- Pedagogy, learning and subject knowledge
- Curriculum and assessment
- Enquiry and research
- Educational contexts and current debates in policy, education and practice
- Sustaining and developing professional learning
- Learning for sustainability
- Leadership

West Calder has six strands of CLPL to reflect the wide range of staff expertise and aspirations in our school community. Those strands are:

- Whole school
- Bespoke/individualised linked to observation data
- Operational
- Outside agencies/personal CLPL
- Collaborative specific work
- 'Looking Outwards' Collaboration

Staff Reflections:

03

Research, Strategies and CLPL

Whole school CLPL

This CLPL is informed by Learning and Teaching data and takes place during staff meetings, in-service days and on Friday afternoons. This focuses on a wide variety of areas linked to the areas above.

Bespoke/individualised

At West Calder High School we recognise the need for bespoke CLPL to meet the wide range of professional needs. From January to May a bespoke CLPL calendar will run based on areas of development from observation but also differentiated levels of CLPL to again reflect the observation data. This will be based on the walk thrus materials and will allow staff to identify pedagogical techniques that they wish to develop. Individual CLPL will then be supported by the L/T team through coffee and coaching sessions and paired lesson study.

Operational

Essentially this is a layer of whole school CLPL but with the clear distinction and acknowledgment that at times staff need to develop understanding of operational procedures, platforms or programmes such as various apps, MS Teams, OneNote and other online platforms.

Personal CLPL

All staff are actively encouraged to apply to courses provided locally and nationally which focuses on any area of interest or professional development. This coupled with a resource request system where staff can request the purchasing of books and materials to further supported their development allows staff to shape their own professional development.

Collaborative CLPL

Collaborative CLPL is linked to school collaborative improvement plans and areas of development identified by collaborative staff, PTs or PTCs. It also involves “outward” collaboration with colleagues in schools and organizations to develop agreed areas for improvement.

Finally, PTs and NQTs have a specific CLPL programme which runs throughout the year and reflects relevant professional learning activities linked to current stage and time of year focuses.

Staff Reflections:

03 Research, Strategies and CLPL

Please find useful links to information and research that has been effectively built-in to our lessons:

[Learning Latest Hub](#)

The collage features several educational resources:

- OneNote Screenshot 1:** Shows a list of lesson topics in the 'Learning Latest Hub' sidebar, including '1 - Cold Call - 18/02/22', '2 - Retrieval Practice - 0...', '3 - Feedback - 11/03/22', '4 - Cognitive Load Theor...', '5 - Show Me Boards/Thi...', '6 - Front Loading Behavi...', and '7 - Nothing New, Just R...'. The main content area displays a document titled '3 - Feedback - 11/03/22' with a timestamp of '11 March 2022 09:53'. A yellow box highlights 'WATCH SESSION #3 HERE' and a blue link reads 'Coffee and Coaching session #3: Feedback 11/03/22'.
- OneNote Screenshot 2:** Shows a document titled '2 - Retrieval Practice - 04/03/22' with a timestamp of '02 March 2022 20:55'. A yellow box highlights 'WATCH SESSION #2 HERE' and a blue link reads 'Coffee and Coaching session #2: Retrieval Practice 04/03/22'. Below this is a video thumbnail for 'RETRIEVAL PRACTICE' with a play button icon. A section titled 'WHAT IS RETRIEVAL PRACTICE?' includes the text 'See the PowerPoint presentation/PDF slides below:'.
- Learning Latest Hub Newsletter:** Titled 'LEARNING LATEST FROM THE WEST CALDER HIGH SCHOOL PEDAGOGY MATTERS TEAM' for 'FEBRUARY 2023'. It features the Twitter handle '@PEDAGOGYWCHS'. The newsletter contains two articles:
 - An article with a computer icon stating: 'If you haven't already done so, make sure you access the Learning Latest Hub, where you can find the video recorded Coffee and Coaching sessions. This is a one-stop-shop for all of the areas we have covered so far - plenty to read, watch and listen to.'
 - An article with a book icon stating: 'Have a read at the 'A Chemical Orthodoxy' teaching blog. In the article, "What Could I Have Done Differently?" Adam Boxer looks closely at teachers reflecting on lessons and taking different approaches.'
- Classroom Video:** A YouTube video showing a teacher in a classroom. The screen displays a slide titled 'WHOLE-CLASS FEEDBACK' with the sub-heading 'GIVE THE FEEDBACK'. A pink book cover titled 'RETRIEVAL PRACTICE Research & Resources for every classroom' by Kate Simco is overlaid on the video. A yellow box highlights 'FURTHER READING' with the link 'https://www.retr...'. A red box highlights 'Teach Like a Char' with the link 'https://teachlikej'.



04 Observation

At West Calder High School, observations and learning walks play a key role in ensuring our learning and teaching is of the highest quality. What is also essential is that we use the data gathered effectively in planning relevant bespoke CLPL and department action plans. Observation documents can be found in Appendix 2.

Observation and Learning walks are conducted in the following ways:

Observations through learning partnership (Peer observation)

All staff take part in peer observation once between August and December and once between January and May. Data gathered from observation one is collated to inform our CLPL Programme form January.

Observation through collaborative reviews

All collaboratives take part in at least one review of learning and teaching throughout the year. This takes place with senior leaders and PTs of that collaborative. Staff will be observed and provided with individual feedback. Collaborative strengths and areas of development will be further analysed by respective PTs, and then develop appropriate action plans. Staff are encouraged to 'lead' the observation to ensure the observer is aware of the bigger picture of the class, such as previous assessment and learning.

Probationer observations

As part of GTCS requirements probationer teachers will be observed a minimum of six times over the course of the year.

Observations as part of enquiry and research

These can be agreed for a range of research projects or enquiries. These are not mandatory but staff can request these at any point.

05

Effective Use of Assessment

Use in conjunction with **assessment supplement**.

The effective use of assessment is a crucial element of improving learning and teaching and is embedded in our policy and practice. Assessment at WCHS in all of its forms enables teachers and pupils to identify and act upon their strengths and next steps while providing a picture of pupils' progress and achievement.

Effective use of assessment at West Calder allows us to constantly review, refine and adapt our teaching - including intervention strategies - to support the learning and to meet the needs of all young people.

Effective practice features:

- A body of assessment evidence including a blend of formative and summative assessment to provide a holistic view of pupil progress and performance.
- Opportunities for self and peer assessment.
- Effective use of the the WCHS adapted moderation cycle to ensure valid and reliable assessment judgements and to plan for interventions.
- Ensuring equity with range and type of assessment.
- All of which helps inform learner targets and next steps.
- Use of profiling data (CAT, SNSA, tracking data, achievement of level to date) all used to help inform future planning for Learning and Teaching.

Assessment to support intervention

At West Calder High School, the use of effective assessment allows us to put in place appropriate bespoke interventions for young people. This can be done by:

- The classroom teacher in real time when reviewing the outcome of assessments to make immediate changes to Learning and Teaching to better support learner needs.
- Highlight any further holistic interventions needed to PT, Head of House or Head of Year.
- Review interventions and tracking pinch points with PT and put in place further bespoke support if required.
- Refer to our approach to **BGE assessment** in the supplement.



06 Appendix 1

Learning and Teaching Data use – an informed approach

As part of our continued Learning and Teaching development, every month there will be a mix of data sent out to staff that has been collated from a variety of sources. This data will focus solely on Learning and Teaching and will usually be split into three sections: examples of good practice gathered from data; areas of development highlighted from data; other considerations gathered from the data which can inform Learning and Teaching practices.

This data for the month will be the totality of stakeholder conversations, focus groups, feedback, learning walks and observations that take place every week.

For all staff, this data should simply be used to honestly reflect on their own practice and consider the feedback that we as a school community are finding from different sources. This should then help us to celebrate our strengths but also to drive improvements with regards to development areas. For PTs and PTCs, this is useful information to consider for discussion at DM/Collaborative meetings.

An example of what this data release looks like is highlighted on the following page.



06

Appendix 1

West Calder High School - Learning teaching data feedback

One - 03/03/23

Data sources - Observations, Learning walks, BGE pupil focus groups, parental feedback and various staff discussions.

Examples of good practice highlighted from data:

- Clear evidence of strong positive working relationships with pupils.
- Making elements practical/active in classes.
- Clear evidence of strong positive working relationships with pupils.
- Inclusive pedagogy approaches.
- Staff are clearly engaged in CPD to help inform practice and improve L and T with elements being used effectively and referenced in lessons.
- Pupils provided with feedback on progress.
- Effective questioning strategies to include all pupils.
- Clear use of effective starters during lessons.
- Use of digital technology to support learners needs.
- Pupils feel heard and respected

Areas of development highlighted from data:

- Group work lacking/ can be inconsistent
- Evidence of passive learning - pupils listening to teachers "teach"
- More consistency needed with the quality/depth/purpose of learning within lessons
- More evidence of challenge and pace needed
- Explicitness of skills, links to careers or skills used in senior phase

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06

Appendix 1

Other considerations gathered from the data which can inform L and T practices:

- Lots of feedback from pupils with regards to the importance of having a positive relationship with staff and the positive impact that can then have on learning and effort within subjects.
- Pupils enjoy when tasks are interactive and different.
- Pupils highlighted a need/enjoyment when learning is connected to real life.
- Pupils highlighted the importance of recall as they did say they would forget things.
- Data collated from all focus groups highlighted two thirds of pupils within the group felt Digital technology was used too much at times. With one third saying the balance was correct.
- Quality of elements of pedagogy –For example If using a starter, is the starter relevant and appropriate for the learning context.

07

Appendix 2



Peer Observation System Guidance



Within each observation, it is essential that all staff are as consistent as possible with their use of the system, and how it is completed. Below is an outline with guidance on the completion of each section.

Page One Guidance

The following section should be completed in advance of the observation via a professional discussion.

Planning comment

This can be completed in the box or via discussion prior to observation about the focus/purpose of the lesson, Lesson plan received (not mandatory), set up of room, resources laid out or specific practical equipment set up prior to start and how continuous assessment has informed any decisions.

Class information

This can be a comment on any information about the class - Age/stage, level they are working on, specific additional arrangements in place, rationale for certain decisions (seating plans etc) and any other relevant information.

Personal focus

This should be completed in the box or discussed prior to the lesson and should be linked to individual priorities, making use of Walkthrus toolkit. This then should be used as a partial focus to provide meaningful feedback.

Page Two Guidance

On page two, there will be a list of identified areas in two tables - One, which focuses on our key pedagogical areas of consideration, and a second, which provides commentary on the lived experience of pupils in the class. Both areas are inherently linked to all elements of P.A.C.E.D. but also areas of focus highlighted from data.

07

Appendix 2

For the completion of both of these tables, staff should meet to discuss the observation to **make a joint professional judgement** on each of the identified areas.

For the **first table**, the system should be used as follows:

- 1 - Used very effectively
- 2 - Used somewhat effectively
- 3 - Not evident

Illustrative - though not exhaustive - examples are on the form to support discussions.

Example

Purpose - Do all pupils know what they are learning and why? Can all pupils clearly articulate what they are learning and how is this communicated - Learning Intentions, verbally, continually reinforced, Success Criteria, Plenary, check for understanding. Comments are then used to highlight why this section was 1-3.

For the completion of the **second table**, the following system should be used:

- 1 - Most/all pupils are
- 2 - Some pupils are
- 3 - Few pupils are.

The final page is just for any additional qualitative comments that you feel are relevant. This could be used to record any pupil thoughts or any future considerations when moving forward.

Finally, teacher and observe agree areas of development moving forward and sign/type name beside it.

07 Appendix 2

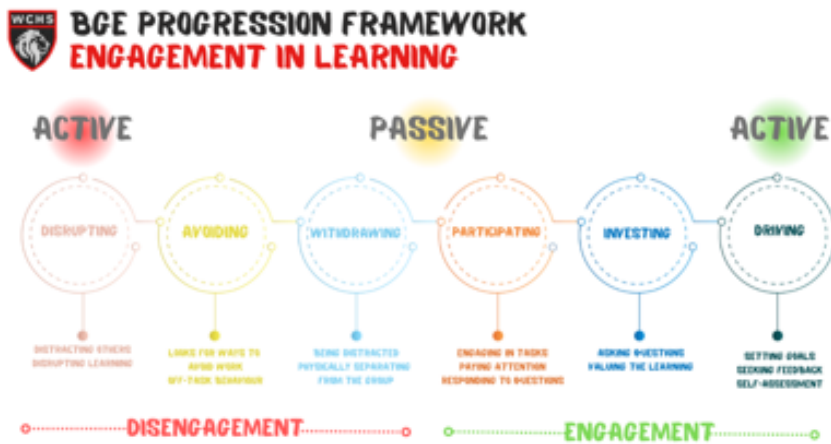
Table One - Teaching Practices in Action

Area of consideration	1-3	Comments - Additional info to justify 1-3
PURPOSE of learning (P) - Do all pupils know what they are learning and why? Can all pupils clearly articulate what they are learning and how is this communicated - Learning Intention, verbally, continually reinforced, Success Criteria, Plenary, Check for understanding.		
ACTIVE/Variety of Pedagogical approaches (A) - Has a range of approaches - co-op learning, active learning, group tasks, use of ICT used to enhance learning?		
Pace and Challenge (C) - how well is lesson structured to ensure that all tasks and learning is moved on at appropriate pace for all pupils. Are all pupils challenged to deepen their learning, are extension tasks provided for those pupils finished is there support and inclusive pedagogy for all.		
Engaged Learners/Questioning and checking for understanding -(E) <i>good range of open, closed, differentiated questions, wait time given? Higher order thinking? Linked to purpose and wider world skills.</i>		
Demonstration/Assessment (D), <i>Have a range of assessment tools been used throughout the lesson to capture learning progress? Is their clear links of how this will inform future direction/planning with this class?</i>		

Table Two - The Lived Experience of all Pupils in the Class

Pupil lived experience example	1-3	Comment - Additional info to justify 1-3
Pupils can identify what they are learning and why		
Pupil Engagement (see Engagement Scale on following page)		
Pupils supported in their Learning		
Pupils challenged in their Learning		
Pupils have opportunity to develop skills		

07 Appendix 2



Teachers' Perception of Engagement (Berry, 2020)

Qualitative comments on any other aspect of the lesson - This final page is just for any additional qualitative comments that you feel are relevant. This could be used to record any pupil thoughts or any future considerations when moving forward.

|

Identified agreed areas for development moving forward (Refer to relevant Walkthrus):

-
-
-

Teacher Signature -

Observer Signature -

Date -

08 Bibliography

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